



The Effect of Yukiba's Learning Media on Beginning Reading Skills in Grade 1 Elementary School

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Abstract. Beginning reading is the most basic skill in written language. The background of this research is the low level of early reading skills using textbooks. The purpose of this study was to determine the effect of Yukiba's learning media on early reading skills in grade I elementary school. The method used in this research is quasi-experimental. The analysis was carried out in the experimental class and the control class. The population is grade 1 elementary school students. The sampling technique used random sampling to obtain 29 students as the experimental class, and 23 students as the control group. Data collection techniques on early reading skills using performance tests and observations that have been tested for validity and reliability. The data analysis technique used a t-test. Obtained $T_{count} (2.466) > T_{table} (0.17)$. The results showed that there was an influence of yukiba media on early reading skills in grade I. Thus, yukiba media could be used in broadly beginning reading learning activities.

Keywords: reading skills, learning media, elementary school students

1 Introduction

Reading skills are very important for students to have. Wartini et al (2015) Reading skills are important because everything that is obtained through reading allows a person to be able to heighten his thinking power, sharpen his views and broaden his horizons. According to Irdawati (2017), reading is a language skill. When someone reads, they will get information, experience, and knowledge. Everything that is obtained through reading texts allows a person to be able to increase his thinking power, broaden his views, and broaden his horizons.

Reading skills can be interpreted as basic skills that students must have to understand all the subjects being taught. As explained earlier, if students do not master the ability to read the beginning, it will be difficult to follow the lesson and result in the next class. Indicators of the success of early reading skills are based on the literacy culture and awareness of students learning to read meaningfully. Beginning reading is considered effective if the reading habits carried out by students are felt as needs and desires are no longer something difficult. Silverman, et al (2017) revealed that being independent

in language could be a strategic choice. This means that the ability to read at the elementary school level can rely on the spirit of independence of students. The main focus in reading skills in this case is the ability to master vocabulary and the basics of language.

Research conducted by Idarwati et al (2017) found the problem of students' lack of reading skills due to a lack of interest in reading, not focusing on learning activities, and incorrectly answering practice questions. This is because the teacher has not used the right methods and media. The problem is given a solution, namely by using image media to achieve very satisfactory results with very good criteria. Research by Faujiah et al (2021) shows that students have problems in early reading because they cannot read so they cannot understand written orders. Students tend to play during class hours. Based on these problems, a solution was found in the form of word card media. The media used began in cycle 1. By completing using word card media students were able to increase the value of initial reading skills.

In addition to some of the problems above, in the field, there were also problems regarding early reading skills. The results of observations and interviews show that there are still many students who are not yet skilled at reading the beginning. These problems include many students who have not memorized letters, have not been able to read syllables, and have not been able to read words and sentences. The lack of early reading skills is caused by the teacher not using adequate learning media.

Based on the existing problems, teachers should realize the importance of reading skills in students, low reading skills cause difficulties in mastering all subjects and also affect the advanced reading stage. There are many causes of low reading ability, both internal and external. One of the external factors is the lack of utilization of learning media. The absence of learning media makes students less interested in the learning process, especially reading activities. The internal factor that causes low reading skills is asking students to learn to read outside of

learning activities. To overcome these problems, learning activities must be adapted to the needs of students which affect their initial reading skills.

For students to have initial reading skills, learning media are needed. The benefit of using learning media is that it makes it easier for students to improve their initial reading skills. In line with Sanjaya (2009) the use of learning media can simplify and streamline the learning process, and make the learning process more interesting. Rumi-djan et al (2017) Media products can be used as an alternative to learning Indonesian to train early reading skills in first-grade elementary school students.

Research conducted by Tafonao (2018) that learning media makes the teaching and learning process more effective and efficient and good relationships are established between teachers and students. Next is the research conducted by Widjowati et al (2020) that application-based reading and spelling learning media can be used by teachers and students for the learning process. The results of Herliana & Anugraheni's (2020) research show that the development of reading card media is proven to be feasible for use in learning in grade 1 Elementary School. The results of research from Chrystanti (2015) state that learning media in the form of Interactive CDs are useful for students to make it easier to remember lessons, and can stimulate various kinds of intelligence

development and the quality of learning outcomes. The researcher agrees with the results of the study and researches the effect of using learning media. The purpose of this study was to determine the effect of yukiba learning media on early reading skills in grade 1 elementary school.

The important problem of pre-reading needs to be faced by teachers because early reading is the subject of reading activities at the next level. Teachers have difficulty in making interesting media for students. Therefore, it is necessary to innovate learning media that can attract the interest of students. This research is limited by testing the effectiveness of Yukiba's learning media for beginning reading.

At the time the teaching and learning process is more effective and efficient and good relations are established between teachers and students. The use of learning media makes students active in learning activities. Interaction between teachers and students is established.. This means that teachers can create various classroom situations, determine various teaching methods and create a positive learning climate (Tafonao, 2018). The use of learning media aims to convey information in the teaching and learning process, encourage learning motivation, increase effectiveness and efficiency, provide a concrete experience basis for abstract thinking and heighten students' attention (Isdianto & Suyata, 2014).

Previous research conducted by Faujiah et al (2021) showed that word card media could improve early reading skills in first-grade students of karanganyar. This can be seen from the comparison before and after using learning media during learning activities. The research carried out proves the influence of word card learning media on early reading skills in elementary schools.

Children's early reading ability is an early-level reading ability that can recognize syllables, can pronounce letter sounds, and understand various symbols in the form of a series of letters in writing and pictures. The syllable method is also known as the syllable method. The learning process of this method begins with an introduction. Learning media makes a different attraction for students. This learning media is the latest media which is different from the previous learning media. In previous studies, the needs analysis was carried out about conventional learning media. However, researchers conducted analytical research on technology-based learning media with the use of devices that can be used by all students.

2 Method

In this study, the method used is quantitative research with a quasi-experimental approach. According to Sugiyono (2019), the experimental method is a quantitative method used to determine the effect of the treatment variable on the outcome variable. The experimental design in this study is a True experimental design in the form of a Pretest-Posttest Control Group Design. According to Sugiyono (2019) in the Pretest-Posttest Control Group design, two groups are chosen randomly. Then a pretest was given to determine the initial state between the experimental group and the control group. Research design table:

Table 1. Research Design

Group	Pre-test/Post-test		Treatment
Experiment	Pre-test	O_1	X_1
	Post-test	O_3	
Control	Pre-test	O_2	X_2
	Post-test	O_4	

Information:

O_1 and O_2 : Pretest

O_3 and O_4 : Post-test

X_1 : Use of Learning Media

X_2 : Not using Learning Media

The sampling used is random. Data collection techniques using performance tests and observations are presented in the form of instruments. The instruments used are observation sheets and worksheets. Data collection techniques in this study are Observation, Performance Test. According to Mulyatiningsih (2013:26) Observation is a method of collecting data through systematic observation and recording the behavior of research subjects. The tool used to observe is an observation sheet in the form of checklist list. In this study, the observation technique was carried out by direct observation of students' actions while studying with letter/word cards, observations were made.

Based on the observation sheet that has been prepared. Researchers prepared observation sheets and observed every student activity during the learning process. According to Sukardi, (2009:124) "The performance test is a test that requires the testee to move or use objects, or arrange the parts carried out by the test". This test was conducted to determine the increase in students' understanding of the subject matter. The test conducted in this study was a preliminary reading test. The initial reading test is carried out by reading 3 to 5 words that are read, students reading them individually in front of the class and the teacher observing and listening to students' readings by paying attention to the accuracy of the written voice, pronunciation, and intonation, fluency and clarity in pronunciation. Before conducting research, it is necessary to test the instrument. It is intended that the instruments to be used in measuring the variables have validity and reliability by the provisions. The instrument is said to be valid if the instrument has gone through a reliability test. To test the instruments in this study, respondents outside the sample will be taken.

A homogeneity test was conducted to find out that both classes (experimental group and control group) had homogeneous variance or mastery. If the test results obtained are normally distributed and homogeneous, then a hypothesis test is carried out. After obtaining the empirical t value (t_e) or t arithmetic, the next step is to compare the (t_e) value with the theoretical t value (t_r) which can be called a table. To find out the value of t_r , it is necessary to first know the degrees of freedom (db) in the overall distribution under study using the formula $db = N - 2$. After knowing db, the next step is to see the theoretical t value (t_r) at a significance level of 5%. If at the 5% level, the value of the

< tr is obtained, it can be interpreted that there is no significant difference between the use of yukiba media in the early reading skills of grade 1 elementary school students, meaning H_0 is accepted.

3 Results and Discussion

The purpose of this research is to conduct this research to know the effect of using letter card media on the early reading ability of 1st-grade elementary school students. This research was conducted in the first grade of elementary school. Consists of 1 control class and 1 experimental class. The data obtained in this study were the results of the pretest and posttest given at the beginning of the meeting of the two groups.

In the experimental class during the treatment of early reading learning activities using yukiba learning media. While the control class does not use the media. After being given treatment, the next activity was carried out post-test activities. All data obtained were then carried out in the analysis stage. Based on the results of the analysis, there are differences in the median, mean and mode between the control class and the experimental class. This shows that there is a difference between the control class and the experimental class. The next step is the homogeneity test. The results of the homogeneity test showed that the sampling was homogeneous.

The research data after the prerequisite test showed normal and homogeneous data so hypothesis testing using the t-test could be carried out. The t-test calculation was carried out by the researcher through manual calculations. Based on the calculation results, it can be seen that there are significant differences between students who during learning activities use learning media by using pictures. The difference in results between the control class and the experimental class is indirectly influenced by the media used. By using letter card media, the classroom atmosphere will be more lively and the learning process will be more fun and interesting. Learning media is one of the tools used to facilitate the learning process because the media is an intermediary between teachers and students. With learning media, students who have not been able to think abstractly can be helped in the learning process. In addition, with the Yukiba media, it is easier for students to understand words and sentences.

Therefore, the Media Card Letters are expected to help students in the learning process. Through the learning process, students are expected to get good learning outcomes. These changes are pursued in the teaching and learning process to achieve the expected goals.

4 Conclusion

In optimizing children's early reading skills, teachers should use Yukiba media which is done by learning while playing. During the implementation of learning with Yukiba media, teachers should prepare the right media so that learning can be achieved effectively and efficiently. Teachers can use the syllable method with pictorial word card media according to various learning themes. Teachers must be able to create a condu-

cive and pleasant environment during the implementation of learning with Yukiba media so that they can improve early reading skills. Based on the results of the study, it can be concluded that the yukiba media affects early reading skills, so the hypothesis is accepted. Suggestions for teachers and principals that teachers use learning media during learning activities. Learning media infences early reading skills.

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